DOCUMENT RESUME

ED 361 658 CS 011 393

AUTHOR	Barrs, Myra, Ed.; Thomas, Anne, Ed.
TITLE	The Reading Book.
INSTITUTION	Centre for Language in Primary Education, London (England).
REPORT NO	ISBN-0-435-08789-4
PUB DATE	93
NOTE	122p.
AVAILABLE FROM	Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 ($16).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Information Analyses (070) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Elementary Education; Literature Reviews; Parent Participation; *Reading; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Student Evaluation; *Teaching Methods
IDENTIFIERS	Educational Issues; *Reading Management

ABSTRACT

Noting the persistent tendency to polarize questions of reading instruction into diametrically opposed or simplified positions, this book (developed in the United Kingdom) is a teacher's guide to learning to read. The first part of the book surveys what is known about reading, in chapters corresponding to the four major partners in the reading process: child, parent, teacher, and text. The practical sections that make up the second part of the book include all the issues that would feature in an elementary school's reading policy--from the teaching approaches in use, to the books and resources offered, the provision made for equal opportunities and for biliteracy, the support available for children with reading difficulties; and the use of record-keeping to assess and monitor children's progress. One school's reading policy and a bibliography of children's books and teachers' books referred to in the text are attached. (RS)

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